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ABSTRACT

Principals who are reflective in daily practice, it is claimed, can deal with the common as well as the extraordinary problems faced by principals because they can capably analyze a situation before making competent decisions. Strategies that should allow school leaders to link reflection, theory, and practice are presented in this paper. It reports on a "theory-in-action" tried with students in a graduate-level education class, detailing how this theory was developed, facilitated, and assessed. The purpose was to model reflective pedagogical practices and assessment that have been recommended in the literature on learning. The paper is a phenomenological description of attempts to carry out a pedagogical philosophy: to wit, that teaching and assessment should be based on a holistic, responsive, and student-centered curriculum that highlights the interactive nature of speaking, listening, reading, writing, thinking, reflecting, and doing. In developing the assessments, the importance of examining and reflecting on the processes, as well as the products, of learning are stressed. The purpose in devising the assessments was to ask students to perform, create, produce, or do something; tap higher level thinking skills; and use tasks that represent meaningful instructional activities; and invoke real-world applications. (RJM)

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How Can We Prepare Reflective Administrators for a Non-Reflective World?

Alternative Assessment Can Help

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How Can We Prepare Reflective Administrators for a Non-Reflective World?

Alternative Assessment Can Help.

I think I'm more accepting of, and willing to be responsible for, my own weaknesses as an individual in my professional roles now, than earlier. My work is more insightful. I care more about pleasing my inner self, than in pleasing the institution .... I'm more involved in my learning, mostly due to reflection.

(Student self-assessment in School Leadership Theory, spring, 1995)

As a first-year professor in a mid-western university, I was anxious to put into practice in my classes the strategies and concepts about teaching that I had learned and espoused during my years as a principal and as a division director of curriculum in a public school district. I knew that I wanted to bring an active, constructivist approach to the university courses I would teach and that I wanted to apply the principles of cognitive psychology to learning and teaching. These concepts were powerful and effective for the public school teachers and coordinators I had been working with and I knew /hoped that the same concepts would provide an excellent template for the development of the potential administrators I would be working with at the university. My experiences as a public school administrator led me to believe that "learners gain understanding when they construct their own knowledge and develop their own cognitive maps of the interconnections among facts and concepts..." (Shepard, 1989, pp. 5-6).

Reflection for Practitioners

I was encouraged in my thoughts about reflection and learning by previous reading I had done — reading in which I had encountered the reflective concepts of educational philosophers such as Schön, Dewey, Schubert, and Sergiovanni. In reading Schön (1987), I was intrigued with his theory of "reflection-in-action" (the 'thinking what they are doing while they are doing it') that practitioners sometimes bring to situations of uncertainty, uniqueness, and conflict" (p. xi). This viewpoint

seemed to substantiate what many of my administrative colleagues had complained of when confronted with scientific knowledge and theory and with the technical rationality encountered in research and in schools of education. Practitioners I am acquainted with seem to have difficulty making the connection between the epistemology of practice and "real" practice and Schön's work was suggesting why. He asserted that "The school's normative curriculum and separation of research from practice leave no room for reflection-in-action, and thereby create—for educators, practitioners, and students—a dilemma of rigor or relevance" (1987, p. xi). Practitioners who were my colleagues almost always chose relevance. As I began my new job as a teacher of aspiring principals, I vowed to help my students create relevance for themselves and to build theory upon their experiences. I sought to emulate in the classroom as much as is possible Schön's concept of the "reflective practicum", where students learn by doing with the help of coaching.

Reflection and Alternative Assessment

My public school experience was strewn with an emphasis on assessment. As our state moved to an outcomes-based accreditation process, I learned about authentic assessment, accountability, and performance assessment from authorities such as Grant Wiggins and Rick Stiggins. I learned that the most feasible way to assess holistic, constructivist learning is to assess in a holistic way. Thus, I conjectured in my new role, if I wanted to help develop principals who were reflective in daily practice, could deal with the common as well as the extraordinary problems of the principal, and analyze capably before making competent real-life decisions, then one thing I had to do was carefully craft assessments which "would ask students to supply (reflective) answers, perform observable acts, demonstrate skills, create products, and supply portfolios of work" (National Commission on Testing and Public Policy, 1991). Additionally, I knew that my assessments should match conceptions of learning and thinking which emanate from research (Resnick & Resnick, 1992).

What we now know is that assessment and learning are closely tied—that they should be literally one and the same thing (Marzano, Pickering, and McTighe, 1993; Hill & Ruptic, 1994; Wiggins, 1989; Spady, 1992). Good assessment should be an integral part of good instruction (Herman, Aschbacher, & Winters, 1992). Wiggins (1989) goes even further, stating that "Tests

should be central experiences in learning." I did not want to take up valuable classroom time and the energy and desire of my students with assessment that was not a complete part of the learning process.

I had no illusions that traditional assessment would help my students learn anything and I agreed with those critics of testing who assert that more and better assessment does not necessarily have a beneficial effect on the learner (Smith, 1995). To aid my students in gaining meaningful experiences and learning, to develop their ability to reflect about practice, to help their brains grasp the meaning of new information and link information and understanding, all of which are components of "brain-based" learning, I not only attempted to break away from traditional teaching, I also attempted to develop alternative assessments of different types. Caine and Caine (1995) advocate that there is not necessarily one right way for students to handle an assignment, and by implication, there is not necessarily one right way for students to be assessed.

My planning for instruction included developing complex and unstructured learning experiences and ample support for reflection. As I attempted to design learning activities which were ill defined and promoted reflection and the construction of knowledge, I moved away from conveying information tied to clear directions and from opportunities for students to do it "right" rather than to explore and experiment. As a result I encountered some difficulties. Students who were accustomed to university courses being conducted in certain time-honored ways were quite uncomfortable without knowing "what I wanted," "how they were to be graded," and "what their grade was on a certain paper". I found that their frustrations with these "different ways" could be eased by the rubrics or assessment guidelines that I developed. Samples of some of the assessments and rubrics are found in the appendices of this paper.

Purpose of the Paper

The aim of this paper, then, is to present my "theory-in-action" (outlined briefly above) as I developed/facilitated/assessed the experiences and learning of graduate students in the university classes I taught during my first year as a professor (1994-1995). In the paper, I focus on my attempts to model reflective pedagogical practices/assessments which have been strongly recommended in the

most recent literature on learning in the hope that my master's level students (most of them teachers in the public schools) would appreciate, learn from, and emulate those practices professionally. Additionally, I have included some of the performance assessment rubrics (guidelines) which I developed for my classes. The assessments and rubrics were developed in an attempt to carry out my strong beliefs in the importance of reflection, both for me as the instructor and for my students as aspiring principals.

The paper is simply a phenomenological description of my attempts to carry out my pedagogical philosophy that teaching and assessment (for adults as well as young people) should be based on a holistic, responsive, and student-centered curriculum which highlights the interactive nature of speaking, listening, reading, writing, thinking, reflecting, and doing. Keeping in mind my philosophy, I attempted to devise assessments that:

- Ask students to perform, create, produce, or do something
- Tap higher-level thinking and problem-solving skills
- Use tasks that represent meaningful instructional activities
- Invoke real-world applications
- Use people, not machines, to do the scoring, using human judgment
- Require new instructional and assessment roles for teachers (Herman, Aschbacher, & Winters, 1992).

In developing the assessments, I also attempted to stress the importance of examining and reflecting on the processes as well as the products of learning, a "habit of mind" I wished to instill in the prospective administrators in the hopes that it would permeate their future practice as a principal.

In this paper, I describe my efforts to develop assessment which supported reflection and was authentic and useful for the students. I tell about the time that it takes to use alternative assessments and how the time taken is reconciled within my pedagogical philosophy. I outline my struggles with technical quality and human judgment. Additionally, the narrative portrays how the assessments were received by the students and how their responses further shaped the assessments. The paper is also a hermeneutical attempt to draw the year to a close by seeking to understand the assessment

experiences, the student responses, and resultant changes in my philosophy, focus, and pedagogical self.

Conclusions drawn about the use of assessment in educational administration courses are both personal and universal. In attempting to bring the experience more fully into awareness and providing examples of my efforts to effectively and reflexively assess the learning of my educational administration students, I hope also to lend support or a small piece of information to those who are struggling with the same issues. According to Bridges and Hallinger (1995), there is limited discussion of student assessment in the field of educational administration and even less revelation of how professors evaluate these students. Thus, this paper may even serve to extend somewhat those abbreviated discussions already in existence.

Data Sources and Method

Data is drawn from my own experiences in shaping and carrying out the assessments, from my professional goals in classroom instruction, and from the students' self-assessments and their reflective reactions. Furthermore, copies of the documents are a part of the paper (see Appendices) and include rubrics for: reflective portfolios, professional portfolios, action research design proposals, collaborative action research, reflective book reviews, analyses of student-written case studies, role plays, self-assessment, team self-assessment, and teammate assessment.

The method utilized in this study is the hermeneutic phenomenological approach to human science research and writing. Van Manen (1990) explains that this approach:

> offers a pedagogically grounded concept of research that takes its starting point in the empirical realm of everyday lived experience. The notion underlying this approach is that interpretive phenomenological research and theorizing cannot be separated from the textual practice of writing.... the practical nature of the pedagogic lifeworld demands that this form of educational inquiry does not convert into armchair philosophizing or abstract theorizing (p. ix).

For hermeneutical phenomenological work, writing is closely interwoven into the research activity and reflection. In short, writing is the method. Writing sets the thought on paper and makes

the inner reflection visible. Writing creates the situation which will help to make some aspect of the lived experience understandable through reflection.

Definitions

For the purposes of this paper, alternative assessment is a catchphrase for forms of assessment that depart from traditional criterion-referenced, instructor-prepared pen and pencil tests, whether they be essay, multiple choice, matching, or fill in the blank. This definition includes those assessments which require students to "construct" or create responses rather than to simply react or respond to given statements or conditions. These assessments often measure both process and content. Herman, Aschbacher, and Winters (1992) state that alternative assessment requires students to accomplish significant and complex tasks, while applying prior knowledge, recent learning, and relevant skills to deal with realistic or authentic problems." Different forms of alternative assessments emphasize different specific focuses.

Performance Assessment

Performance assessments combine content and process into a format that shows what students know — and what they can do with what they know. Performance assessments can include on-demand tasks requiring students to respond to a prompt or a problem within a short period of time; projects requiring a longer length of time and possibly group effort; exhibitions taking the form of presentations of various kinds of student work; and instructors' structured observations which are generally conducted unobtrusively and serve primarily diagnostic purposes. Most performance-based tasks attempt to assess multiple domains of knowledge or skill, i.e., not only knowing the steps of conducting research, but being able to apply them to actual action research (Kane & Khattri, 1995). As Linn (1995) states "Performance-based assessments are thought to be more compatible with modern conceptions of learning that view learners as active constructors of knowledge rather than passive receptacles of information."

Portfolio Assessment

Portfolio assessment emphasizes student self-assessment. Portfolios consist of selections of student work and developmental products and might include drafts of student

work. Arter and Spandel (1992) define a student portfolio as "a purposeful collection of student work that tells the story of the student's efforts, progress, or achievement in given areas." Student production allows the student and the teacher to view the learner in terms of demonstrated academic strengths and personal progress (Colvin, 1988). Because the portfolio format lends itself to the inclusion of samples of student work illustrating progress at various points along the path of academic growth, Winograd, Paris, and Bridge (1991) argue that they may be better able to document the process of learning than traditional assessments.

Authentic Assessment

Authentic assessment is based on meaningful performances that are drawn from "real-world" contexts and which distinguish between achievement that is significant and meaningful and that which is trivial and useless (Newmann and Wehlage, 1993). Authentic assessment is part and parcel of authentic pedagogy which, according to Newmann and Wehlage (1993), relies on three criteria: "(1) students construct meaning and produce knowledge (versus reproducing declarative knowledge and algorithms); (2) students use disciplined inquiry to construct meaning; and (3) students aim their work toward production of discourse, products, and performances that have value or meaning beyond success in school" (p. 8).

Reflective Journals

Reflective journal writing is defined for the purposes of this paper as students keeping a regular journal in which they record their thoughts and feelings in response to the readings of the class. These responses must relate the readings to previous experience, critically analyze them, or apply them to future visions and applications, rather than summarizing or restating the information in a rote-manner. The reflective writing provides a way for the perspective administrators to practice critical analysis and reasoning as well as giving the instructor a way to challenge and support each student's reflective thinking (Ross, 1990). Ideally, the reflections will lead to learning —new understandings and appreciation. In addition to permitting the student to practice reflective inquiry, journal writing also provides the instructor with knowledge of each student's current level of understanding, a diagnostic

tool — hence termed in this paper an alternative assessment. As such, it is a formative assessment, allowing the instructor to dialogue with the student and correct any misinformation or erroneous conclusions, challenging the student to develop beyond her current paradigms, and in some instances, reteaching the concept or information in a different manner. It is not uncommon for the reflective journal to be used also as a dialogue journal in which the student raises questions and concerns about the reading, her own practice, or her own confusion. At this point, the reflective journal is jointly used as both an assessment of the student's learning and as a means of individualized teaching.

According to Kane and Khattri (1995), alternative assessments will:

1) provide for a more *relevant* and *comprehensive evaluation* of achievement, including students' strengths and weaknesses

2) help focus curriculum on *critical thinking* and *multidisciplinary understanding*

3) encourage the use of *effective instructional practices* in the classroom (p. 30).

Rubric

"A rubric is a scaled set of criteria that clearly defines for the student and teacher what a range of acceptable and unacceptable performance looks like. The criteria provide descriptions of each level of performance in terms of what students are able to do and assign values to these levels" (Pate, P. E., Homestead, E., & McGinnis, 1993). Rubrics can be used to assess performances of all kinds; to score portfolios, reflective book reviews, projects, and simulations; to self-assess; and to assess teammate's work. Jay McTighe (1995) argues that each element of the assessment task must have a corresponding set of criteria on the rubric, that the more complex the assessment task, the more specific and detailed must be the set of criteria (Cohen, 1995).

The Experience

Getting Started: The Vision

Ah, the dreams of the naive. During the summer months directly preceding my inauguration into my new university position, I continued my job as division director of curriculum in a school

district of approximately 9,000 students. Nevertheless, I was focusing on my new career, trying to see myself as a professor, and beginning to tell people what I was going to try to do in my classes. I was, said I, going to create classes that were centered on real-life experiences and reflection. These classes, I offered, were going to be rather like design studios for administrators. Those who heard me seemed politely interested, and politely said that sounded wonderful. I collected articles on reflection (Tremmel, 1993), the art of classroom inquiry, constructivist learning theory (Garmston & Wellman, 1994), using cases to study teaching (Wassermann, 1994), and preparing administrators to become more authentic (Willis, 1994). In my limited time, I read, I thought, and I further developed the vision of what I wanted my classes to be like. My experiences in school districts had taught me that although there were many educators who were good thinkers, there were very few educators who had the time or took the time or wanted to reflect. My almost constant sense as I worked with teachers and administrators was that they worked mainly by impetus and by habit, rarely as a result of disciplined or conscious reflection. Indeed, the world of education was not conducive to reflection, did not seem to ask for reflection, nor expect reflection. This world mainly demanded that administrators (and teachers) do what needed to be done. Whether it was pro-active or re-active, administrators had to "do something!" not "reflect on something!"

Reality Shows Up

I met my first class at the university, fall 1994. Analysis of Research. Thirty-six students, some in educational administration, the rest in art therapy, physical education, counseling, curriculum and instruction. Three international students who had never heard of research in their own language, let alone in English. A required class for all of them, otherwise most of them would not be in it. Were they interested in real-life experiences and reflection? Not really. However, many of them **were** interested in passing the course with a B so they wouldn't have to take it again!

Performance Assessment: An Action Research Project

My design of the class? We were to form cooperative groups of four to five students. Each group was to come to consensus on an action research project that would be carried out cooperatively. They would learn to develop a research question; plan for it; find, read, and analyze research articles

related to it; design an action research project to answer the question; carry out the project and write it up. They were to select an issue that was important to the school or the district of someone in their group and to do the action research and prepare the report as if it were going to the principal, the superintendent, or the school board. In short, they were to learn about research by doing it! A real studio experience. One group in the spring, 1995, class actually did present their findings to their school board.

This learning experience was also the assessment. I scored their "authentic" performance on: development of the research question, use of research strategies, written presentation of the project, self-evaluation of the project by the group, and evaluation of each team member's performance, including a self-assessment (See Appendix A for assessment rubrics).

Portfolio Assessment: Reflective Papers, Reflective Paragraphs, Self Assessment

The Analysis of Research students were also to use reflection to help them learn. They were to write reflective papers about their introductory workshop in the library, their search experiences, and the happenings as they worked on their project. They were able to choose their best reflective papers to submit in their assignment portfolio. They were to write a reflective paragraph about each paper chosen, telling why they had chosen the paper as a demonstration of their development or learning. I'm sure they were overjoyed. Five even stayed after class the first night to tell me how busy they were and how they weren't sure they could do all the work for this class. One went so far as to tell me he had a new baby and he was a coach and.... Unfortunately, he was one of the educational administration students and, although I told him I understood, I was thinking that he had no idea what busy was like until he became an administrator. Their assignment portfolio was assessed on the following criteria: quality of individual pieces; quality and depth of self-reflection; growth in learning/performance as indicated in products or materials included; student self-assessment; presentation/organization of portfolio (See Appendix B).

As I worked with these students, I quickly came to realize that they really didn't know what reflection was. I continued to encounter this state in students throughout my entire first year at the university. Many of the students simply wanted to reiterate what had happened at the library, or

during their search of the literature. My strategy was to allow them as many drafts as necessary to come up with a quality reflective paper. Their reactions to this "strange" practice were varied. Since I never assigned a grade to these papers but simply marked them with symbols which represented "exceptional quality" (two pluses), "good quality" (one plus), and "not yet" (no mark), they were never sure what their "grade" was. One student insisted that she needed to know what grade her paper had-- that my use of symbols was not enough to let her know how she was doing. My reaction was to adjust my simple rubric: a two plus paper equaled an A, a one plus paper would not prevent an assignment portfolio from getting an A, a paper with nothing indicated simply was not acceptable and had to be redone.

Performance Assessment: Analysis and Evaluation of Research Articles

Still there was frustration among students who had never encountered this "modified mastery learning" assessment technique. During the second semester of the Analysis of Research class, one student proudly handed in her completed analysis of a research article and was openly dismayed and hostile a week later to find that I had edited it, made suggestions for improvement, and expected her to redo the paper in order to obtain a "quality" grade. She felt that her first draft was well done and she shouldn't have to redo the paper in order to get a "quality" grade. So much for reflection and quality! I learned that I had to be more specific still, with clearer expectations and with fully developed criteria and rubrics. Since students were evaluating several research articles and attempting to write their evaluations well enough to possibly include them in there portfolio, it was at that point that I developed criteria and a grading sheet for the evaluation of research reports (see Appendix C). Students were frustrated mainly because they had not encountered similar requirements previously and this meant that they seemed to need more guidance in this task. This task and assessment is included in the paper because it required thought (reflection) and analysis from the students, as well as expecting them as a result to express their opinions in the form of a judgment. These judgments are what practitioners rely on as they read research articles and use them as a basis to make decisions about their practice.

Reflective Leaders

School Leadership Theory. Another fall semester class. Two practicing principals in class simply to pick up hours for district-level certification. The rest of the class all teachers, including a third-year teacher still unsure about her teaching. One of the principals chose not to respond to the sole reflective question on the student information sheet the very first evening. Nevertheless, I was optimistic about the possibilities in this class. I announced that the class was going to involve some aspects of a "design studio" experience — that we would encounter cases, learn to identify the problems encountered in those cases, and learn how to address those problems through actually dealing with them. I explained that there would be a strong emphasis on reflection and presented my rationale for the importance of reflection. No one looked excited, in fact, most of them looked politely dubious. I have since become accustomed to this respectful, glazed over look on the faces of those students who have not yet been in my classes. As I explained about the reflective journal and the reflective book review, there was no visible change in their facial expressions nor their bodily reactions. However, at the end of the semester, in many of their "Student Self-Assessments", I found that several of the students had thought that the reflective journal was "busy work" and "just one more thing to do" at the beginning of the semester. I'm glad I didn't really suspect that at the time, or I might have been discouraged from the practice. As the semester progressed, their attitudes toward the journal and its significance gradually changed. By the end of the semester, many of the students valued their journals highly, professing them to be one of the more valuable aspects of the class. I have assigned the reflective journal in each of the administrative classes that I taught and have found quite similar reactions in each class.

Reflective Journals

As for the reflective journal, these are the instructions I included in the syllabus:

A reflective practitioner journal containing your thoughts and feelings about the readings (not to be a summary of what you read, but your reactions to and insights gained from what you read). Journal sheets will be turned in each class session (classes meet once a week). Your written reflections will not be subject to grading, but will elicit the written

responses (non-evaluatory) of Dr. Duncan in a journaling dialogue. However, a reading grade will be earned each week based on evidence in the journal that assigned reading has been done.

I have encountered varying levels of difficulty in helping students to learn to truly reflect in their journals. The international students that were in the summer semester supervision of instruction class found it very difficult not to simply regurgitate what they had read. As I dialogued with them about my expectations and how it would help them grow, they confided that it was so far afield from the way they were expected to learn in their countries and that it was very difficult for them. However, for most of them, once they discovered that they were expected to express their opinions, they were able to overcome their hesitation and some of them became quite capable of writing about their learnings from the readings and the class, and then moved easily to reflection-for-practice — how they intended to carry out the new learnings from the class in their countries when they returned.

The students in the fall and spring School Leadership Theory classes seem to have made the adjustment to reflective journals more easily than those in other classes, perhaps because this was the class in which I made the strongest, most concerted effort toward reflection in practically every learning activity undertaken. It was not long before they were reflecting-on-practice, reflecting-for-practice, and even writing about incidences in their schools where they had reflected-in-practice. Even those who had not been teaching for long were able to make transfers and application from the readings to intended practice.

The reflective journals take a lot of time, not only on the part of the students, but on the part of the instructor. This semester, I have 44 students in Supervision of Instruction. Most of them write from one to two pages and it takes four to six hours for me to thoughtfully and meaningfully respond to their reflections. Nevertheless, I am so strongly convinced of the reflective journal's value in helping the students to grow and learn to reflect, as well as its worth in helping me assess their level of understanding and correct misconceptions and errors in their learning, that I have continued to use it in all the administration classes I teach. I persist in the practice in spite of the fact that most of my colleagues do not use this strategy and do not necessarily think highly of it. In fact, one full professor

warned that it would be seen as busy work, that students would resent it, and that he himself saw it as busy work and did not consider it to be a valuable practice.

Overall, however, the most difficult thing about the reflective journals has been to try to help some of the students realize that if they don't reflect deeply enough to gain insight or to learn from the reflection, they are not reflecting, but simply narrating, and will probably not grow from the experience. I continue to write in responses "What did you think of this?", "How have you grown from this?", "What is your opinion?", "How do you compare this with...?" My personal and professional payoff comes when one of those students finally "breaks through", realizes she has had a significant insight and is excited about it! It is at those moments that the familiar and desired "teacher's victory feelings" envelop me. It is at those moments when the struggle to challenge them and urge them to reflect deeply actually pay off. I am relatively certain that their responses in the journals, especially toward the end of the semester, are honest. Since their points are earned simply for reflecting on the reading, the students begin to show disagreement, conflict, challenge, discomfort without fear of being evaluated badly for it. I feel as if I get to know my students much, much better than I would without the journals, and perhaps they feel the same way. Since Supervision of Instruction is in the form of a distance learning course this semester, the journal has been my major means of communicating on an individual basis with the students. It has been very effective in offsetting our feelings of isolation from one another.

Performance Assessment: Reflective Book Review

Another reflective learning activity and assessment used in School Leadership Theory is the reflective book review. Students are to read a book of their choice about leadership. They can choose from my professional library, select from the bibliography I provide, read a book they have been wanting to read, or secure any other book on leadership. They are to write a reflective book review, with an emphasis on thought. Again, since this is a required inclusion in their assignment portfolios, they have the opportunity to hand in as many drafts as they wish until they are satisfied with the quality indicated by my editing symbol. There are those students who have trouble with reflection in the review, seeming unable to move away from telling about the book, or telling about how the book

relates to what is done in their school. Written reflection is not something that everyone knows how to do, and some struggle with it mightily. Still, I am convinced that they grow from it, as it forces them to grasp those thoughts that might slide right past them, to make them solid enough to put into words, and to organize them in a meaningful way so that they create meaning from them.

The assessment of this learning activity is not necessarily an alternative assessment, as it is a written review in essay format. However, I have included it in this paper because I considered it to be a type of performance assessment, since the students were to demonstrate to me through the written review the richness of their reflection and resultant insights and understanding. Since quality writing is something I strongly emphasize in every class, I considered it also to be a performance assessment of their skills in that arena. The criteria and the rubric for the reflective book review can be found in Appendix D. I know from having used this rubric with one class that the criteria were not comprehensive enough. Only some of the students reflected on the bottom-line value of the book. In future classes I will add one more criterion, "Evaluation of worth of book in its possible application to your future principalship," and establish rubric descriptions for this criterion.

Performance Assessment: Writing

My insistence on administrative students being able to express themselves well in writing led to some interesting reactions. One man who had me as an instructor in the fall semester declared that he had always been much better at expressing himself orally than in written form and claimed that he could not write. Indeed, his writing was choppy and non-grammatical. He submitted many drafts for editing throughout that semester, always complaining in a good-natured way. During the summer semester, he was in another of my classes and by the end of that semester and many more drafts, he was writing willingly and much more capably. The factor that was the most exciting for both him and me was that he was able to break away from some of his previous paradigms in the content and he was able to express his reconstructed point of view clearly and succinctly in writing, an act which was itself a new paradigm for him. He even declared his new outlook publicly to the entire class, stating that he now saw the importance of being able to write one's thoughts as well as to speak them. I see this development as being pertinent to this paper because of two factors: 1) he was expressing his

ideas and reflections daily in the reflective journal, in essence forcing himself to reflect in writing and receiving from me reflective and positive feedback on his thoughts which, in turn, built a sense of efficacy; 2) he was being assessed in a continual manner through his edited papers, receiving specific feedback, being asked pertinent questions about the ideas in the papers, and receiving positive comments where I reacted in a positive and corroborative manner to his thoughts or the structures he chose. I believe that part of the reason that he became more positive toward reflection and writing is because of the alternative assessments which asked him to reflect/write.

Authentic Assessment: Case Study

In School Leadership Theory, cases were used to assist students in applying the theories of leadership to problem situations. Students worked in cooperative learning groups to analyze the situation, identify the primary problem and secondary issues, and they developed outlines of what should be done, both short range and long-range if necessary, to deal with the problem. They then either presented a simulation of how they would carry out this plan or they wrote up individually what they thought should be done. If it was written, they were able to share their first draft with another student in the class before submitting it and were, of course, able to make corrections in the paper until it was of suitable quality. The criteria and scoring guidelines for the written case studies focused on quality writing, reflection, identification of key issues, and creative and effective problem solving (Appendix E).

Although in the fall semester, I used published case studies for this learning activity, I shifted gears the second time I taught this course. In the spring semester, the students immediately drafted their written description of a problem situation in their school in which the principal was involved or should have been involved. They submitted drafts which were edited by me and rewritten by them until they were in acceptable form. I then selected from this pool of case studies those which I deemed most pertinent to the content being studied and discussed and most likely to elicit the reflection and decision-making skills that I was encouraging in the class. The benefits of using student-written cases were: 1) students were compelled to reflect upon the situation as they wrote about it and they then served as somewhat of an expert when the case was analyzed in class. This

reflection often caused them to put an interesting twist on the written description. 2) Students became acquainted with the importance of the writing process in attempting to organize subjective impressions and observed or reported actions of an event. In essence, they became participant-observers in retrospect of the entire situation, phenomenologically reporting and then hermeneutically attempting to gain an understanding of it while writing it up for the purposes of the class. 3) Students had an additional opportunity to work on their writing/thinking skills with extensive editing and rewriting/rethinking opportunities.

Authentic Assessment: Simulations

As part of the final assessment in School Leadership Theory, I ostensibly asked students to apply their recent learnings about total quality management. However, I also wanted them to synthesize and apply problem-solving skills, group process and human relations techniques, self reflection, and their knowledge about leadership theory and systems. I decided to describe actual situations that had happened in my school district, and have groups of students use total quality processes to analyze a situation, problem solve and plan for a solution and its implementation. These simulations were then played out with the rest of the class involved as some group within the district. I video-taped the simulations and assessed them holistically. The students were fairly nervous about these assessments even though basically we had done similar activity each time we analyzed a case study. My feeling was that their concern was partially due to the fact that they were to be graded and that there would be no opportunity to rehearse after receiving feedback from me and the other members of the class, unlike almost everything else we had done that served as an assessment and a contributor to their grades. However, in both the fall class and the spring class, after the simulations had been presented, the students were tentative but positive about their performances. They told me they enjoyed doing the simulations, except for the fact that they had to receive a grade on them. I, myself, was extremely pleased with the assessment. The students demonstrated capability in analyzing, problem solving, planning, and dealing with people in the simulations. I felt that it showed their development and the increase of their knowledge throughout the semester. They received feedback from their peers and from me. The whole assessment had the feel of the "real

thing" and we were left with a kind of excitement and creative tension when the class was finished. This alternative, reflective assessment is presented in Appendix F. I believe that the students were engaged in a type of reflection-in-action, as they dealt with time restrictions, the stress of being assessed, and the impact of a modified peer review.

Hopefully, the level of stress was not so high that it lessened the chance of their learning from the assessment. If I could, I would not assign grades or points for such an assessment, but simply use it as a summative evaluation for their purposes and mine, to indicate how far they have come, what they have learned, and how well they can apply it. However, in my university, I am expected to give mid-term and final exams.

Reflective Supervisors

Summer, 1995. Supervision of Instruction. Six international students in a class of fifteen students. Some were graduate students in curriculum and instruction, some were in educational administration. Four had experienced having administrators regularly enter their classrooms to facilitate teacher improvement, the rest had only had an administrator in the classroom when it was time for the teacher to be evaluated. The international students had very little concept of what supervision and evaluation in the United States was like. The supervision they encountered in China, Japan, and two different African countries was strictly directive and authoritarian, much more so than one generally encounters in the U.S., I believe. Additionally, these students had no concept of clinical supervision, effective schools, effective instruction, cognitive coaching, or peer coaching. Only one of the American students had had any experience with peer coaching. This was truly a class with diverse entry levels, differing needs, and distinctly different supervisory experiences. My belief is that the reflective practices and alternative assessments helped me to meet their diverse needs without holding anyone back nor confusing anyone too badly. The reflective journal was invaluable for individual teaching, questions and concerns. It also served me as a weekly assessment of the students' understanding and ability to apply the learning, as well as an opportunity to correct misunderstandings and inappropriate applications. In addition it served as strong evidence to me of the great growth that the students made during the semester. The international students almost

completely moved out of the authoritarian paradigm and began to develop grand plans for what they would do in their schools when they returned home. The students in curriculum and instruction who never intended to become administrators almost completely moved out of their paradigm in which the authoritarian principal was the only one who could enter the classroom with the intent of helping teachers grow. I believe they came to see the possibility of a supervisory process built on trust and openness where teachers and administrators were colleagues working together to facilitate teacher improvement and student learning. The students in educational administration almost completely moved out of the paradigm of becoming the authoritarian and all-knowing principal who controls and directs what is to happen in the classroom. These paradigm shifts were as supported by the dialogue that was maintained in the reflective journals as by the discussion that took place during class.

Authentic Assessment: Model of Supervision

In my efforts to encourage students to deconstruct supervision as they had previously experienced it and to construct the process of supervision in a manner which would better serve students, teachers, and administrators, I asked them to create a vision and a model of supervision. I reasoned that this was a task and a process that should be undertaken in each school district and in each school in order to effectively bring about teacher improvement. On the basis of this assumption, I tied the assignment to real life, by having them develop this ideal model for their school, stating that this was a process they could some day encourage their colleagues to become involved in and/or ask the principal to help initiate. Developing this model proved to be a difficult task for several of the students in the class. As a result I struggled mightily with my concept of unstructured and complex tasks. Some of the students wanted more structure than I was willing to give them. Some students needed more guidance than I had given them. Some students found it very, very difficult to envision anything different than they had experienced. As this was a semester-long project, we had plenty of drafts and several opportunities to incorporate new learnings. However, I am still wondering why it is so difficult to deconstruct that old image of supervision. As a result, I developed minimal guidelines for the supervision class this semester (Appendix G). However, I can't say that those

guidelines made the transition from one paradigm to another any simpler for us. It did, though, ease the students' stress level somewhat.

Authentic Assessment: Role Play

Students in the supervision class are expected to conduct pre-observation conferences, observe and analyze the ensuing class, and plan for and carry out a post-observation conference as a part of the assessment process. These assessments are conducted at three times during the semester and are basically formative assessments designed both to give students practice and feedback and to give the instructor knowledge about how the students' skills are progressing. Students generally enjoy doing this although they become quite nervous about it.

As an additional portion of the mid-term assessment grade, I wanted the students to demonstrate their learnings about certain instructional strategies, educational theories or issues important in the supervision of teachers — all of which we had studied in class. I wrote up descriptions of situations, most of them based on real-life situations in which colleagues of mine or I had been involved and asked students to review their knowledge in those nine different areas. I then set up separate times for the students to meet with me, randomly select the situation they were to deal with, and role play as they appropriately discussed the importance of the strategy, theory, or issue in this unexpected situation. Students did very well in these situations, and although many of them were nervous about doing this, their performances were of quite high quality. To ease the stress of this performance this semester, we practiced a scenario the week preceding the assessment. I felt that these scenarios and the preparation for role playing enhanced the students' reflective abilities in two ways. 1) Students had to think through and reflect on their knowledge base ahead of time in a complex way, organizing their thoughts in the manner which would be most convincing to the other person in their role play, no matter what the situation or how the person reacted (Reflection-for-practice). 2) Students had to think in reaction to the unexpected situation and the person in the other role while engaged in the role play (Reflection-in-action). Many, although not all, reported that they liked this form of assessment. For the assessment and scoring rubric, see Appendix H.

Student Reflections on Alternative Assessments

In the first meeting of each class, with those students who have not been in my classes previously, there is always a certain consternation from the students about the assignment portfolio, the reflective journal, and the mention of performance assessments. Most of them are simply not accustomed to these teaching strategies. They do not encounter them in the university environment and many of them have not made the transition to this type of assessment in their own classroom. Those who have practiced it in their own classrooms have commented after experiencing it in my class that it will make them more aware of how stressful it can be for their students. Many of the students are, by the middle or end of the semester, very grateful for the alternative assessments. They mention things in their journal like "Thank you for practicing what you preach" and "This has been helpful to me as a learner." Following are some written reflections of students in my classes that are, I believe, indicative of varied student reactions to the alternative assessments that I use.

Reflection

"Reflection is the most noticeable growth I have experienced in this class. The journal entries gave me an opportunity to search my feelings about the readings and class discussions. Through the reflection I have learned to listen to other classmates' ideas and to be able to be more accepting of others."

"It's like changing seats in an old-time station wagon. Before I was facing out the back window watching the world go by. Now I'm up front seeing everything as it comes down the road. You have made me stop and ask myself 'Why?' Why do I think this? Is it because of facts I know, things I have tried, or events I have witnessed? I am much more reflective and self-questioning."

"What I found most challenging in this course is the reflective process that I went through because this process enables me to develop a greater understanding of myself and my reaction to the information I have learned."

"Reflection on the article, "I Do and I Understand, I Reflect and I Improve", taken from Teaching Children Mathematics. I have enjoyed and learned from doing the weekly reflections. It truly does slow down your thinking to the point that you look deeper and analyze what was learned

and how you felt about it. I believe this article takes what I have learned about reflection in this class and applied it to my classroom. Ms. Scheibelhut gives writing about math a purpose and direction. Knowing what reflecting has done for me, how can I not want to have my students to have the same learning opportunity."

"Primarily my ability to reflect on my own learning processes has increased greatly. As an undergraduate I focused on the actual acquisition of knowledge and how to put that information into practice. Now I not only carry out the actions, but think about what I did and how I could improve on the situation. My ability to incorporate self-evaluation as I reflect has also improved. Many times I want things to be perfect the first time, but his class has helped me to realize sometimes I learn just as much from my mistakes and thinking (reflecting) on these errors as I would have learned by doing it right the first time."

"I am definitely more reflective and more open to the importance of reflection as a valuable tool in self-improvement. While I have always been questioning, now I am more analytical in delving deeper into reflective thoughts. I don't have to <u>try</u> to be reflective — I just am because I've learned to be."

"I feel that reflecting has helped me to improve on a daily basis with the way I think and write. At the beginning, I wasn't sure of your expectations, but now I realize that you were only guiding not judging. You were only expecting me to expect or want to gain knowledge through reflecting."

"I'm writing reflections and I hadn't done any reflection writing before. I think I can write deeper reflections now than when I started. I feel I use deeper thinking skills before I make a decision. I have more confidence in myself."

<u>Action Research Project</u>

"At the beginning of the semester, I was nervous and intimidated by the research process. I was slow to get my feet wet and was unsure about everything I said and thought. The library and all its uses were overwhelming. I didn't have a clue where to begin.... Now at the end of the semester, I am more self-assured at my abilities in the research process. I am willing to take chances and stand up to challenges. I have a greater and deeper understanding of what research is about."

"I probably was one of the people that did not value or trust educational research. This attitude has changed to the point that I am considering doing some research of my own."

"I was apprehensive at the beginning, but I am excited about research now. I spent so much time on the group paper that research became interesting! Yay! I believe when I become interested in something my own learning increases."

Assignment Portfolio

"The reflective (assignment) portfolio and the professional portfolio have also been a challenge just because I have not been required to do this type of assignment before."

Student Self-Assessment

"This worksheet (Student Self-Assessment) is a beautiful example of the reflection process which we have strived to incorporate in our own personal learning styles this semester. The questions not only made me think, but they allowed me to reflect on how I had changed as a learner. What an exciting process! I feel that I have achieved a new plateau of learning through activities such as this self-assessment. By looking at both the strengths and the weaknesses of my learning, I feel confident about what I have achieved, but I also feel excited about what I still have to improve upon. I hope that as I grow over the years and acquire more experience and knowledge I will still want to be challenged by personal growth and self-improvement."

Analysis and Evaluation of Research Articles

"Unlike some of my classmates, I felt that the process of critiquing articles was very helpful. Through the process of doing a critique, one is forced to understand many concepts. I feel that it really provides an opportunity to apply what you have learned. Rather than just passively reading about how something should be done, you get actively involved in the process of analyzing the article. This process also makes you more discriminant as a consumer of research."

"I still don't feel confident about analyzing research articles that don't deal with art therapy, psychology, or the environment, especially when the articles are full of jargon of the field that I am not familiar with."

"By writing and rewriting reaction papers on research articles, I am now able to judge the validity of the article."

"I have become more critical when hearing or reading about research results. I believe I have become a much more informed consumer of research. I have gained basic skills and vocabulary to look at a research issue from more than one aspect and to ask pertinent questions concerning results."

"I can work and read my way through a difficult research article with more enjoyment and come away with a better understanding of an author's purpose and conclusions."

"What I found most challenging in this course was the evaluation of research articles because I often did not understand the terminology and differences of the research until the discussion in class. This was a handicap that I 'suffered' throughout the semester. I enjoy the pursuit of knowledge, but I do not enjoy a 'guessing strategy'. By the third writing of an evaluation, I was too discouraged to do a successful job about the research."

"The thing I found most challenging in this course was the evaluating of articles and research studies. This was a brand new skill for me because all the way through high school and college, I was asked to report on articles, not to express my opinion and defend why I felt the way I did." (A student in her early thirties probably)

Reflective Journals

"Although I considered my journal 'just one more thing to do' at the beginning of this semester, I now am excited about it. I also wish that I would have spent more time developing my thoughts and ideas, even to the point of writing a small entry each day. Counselors often suggest that their patients keep journals as a means to improving both their mental and physical well-being. I am now seeing the benefits. Prior to this semester I depended heavily on my husband and my mother for giving me advice and guidance. Fortunately, through a combination of events, I am now learning that I am able to sort out many situations on my own. Keeping this journal has allowed me to reflect on a few situations that would have previously caused me a great deal of mental turmoil." (A young, third-year teacher still sorting out her teaching style and extending her novice's bank of strategies and attitudes.)

"As I look through (my reflective writings for the semester), I cannot decide which are the most meaningful. They have all been significant. Especially meaningful to me were your comments and stars. They confirmed what I had been thinking. At times your comments also made me stop and contemplate more about what I had written. The clarifying of my thoughts has been an important part of my growth as a leader and as a potential administrator."

"The reflective writings have been challenging because of the discipline needed to keep up with the reading and writing. Even though it is a challenge, it is a valuable part of the course. The weak administrators I have had contact with are nonwriters and/or not reading to keep up with educational trends or to increase their knowledge base."

"The reflective journal was the most challenging because first I had to get over a negative attitude toward so much writing, for I did! But it was also difficult because true reflection requires organizing thoughts in an analytical way that isn't often expected from graduate students. You made me think! The most frustrating part was finding enough time to read, analyze, and reflect in a meaningful way."

"I thought I would hate it (the reflective journal). I really wanted to hate it. I love to write, but I thought it was a stupid idea that no one should have to endure. Okay, that was honest. Now for the next tidbit of honesty. Reflection was and continues to be the very same powerful tool which you promised it to be. I don't hate it. In fact I think that if I don't begin a personal journal, I will very much miss the opportunity to explore myself. As a matter of fact, my students began a personal reflective journal two weeks ago. We reserve 20 minutes at the end of the day. It is a quiet time. We write about joys and trials, great choices, bad choices, problems and solutions. The student may share with me if it is their choice to do so. All journals are confidential. I've been very impressed with their seriousness and honesty. They're growing, and so am I."

"This was an opportunity to not just read new information but to take time to think about how I felt about the information. Then to take it a step further and think about how I can implement the information into my work today and how it could effect the options I choose for the future. I found it helpful to be obligated to do something I like to do, only in the rush to gain knowledge I do not take

time to evaluate how I can use it. This is a process I want to carry with me as I take more course work towards the goal of a principalship and beyond."

"To me, as an educator, this was the first introduction to writing reflections that I have had. I have found it frustrating at times and yet very rewarding....Thanks for introducing reflection writing to me. I have found myself writing reflections after I have conducted a meeting. This gives me a chance to sit down and to see where I've been and where I need to be going as a leader. Thanks for this valuable tool!"

Reflective Book Review

"I decided to include my book review in my portfolio because I really believe in Covey's way of thinking. I always think, and stress to others that fairness, equality, justice, integrity, honesty, and trust are strong internal powers that we have been blessed with. If we use these powers correctly we can make dreams come true. As a principal I think one must rely on these seven 'correct principles' when working with teachers, staff, students, parents, and the community."

Writing

"My ability to express myself with pen and paper has grown." (This statement in response to the question about how his skills and processes have changed over time is significant because the respondent was a practicing principal in his fifties who was somewhat opposed to the amounts of reading and writing that were required in the class, stating that he had no proficiencies in writing.)

"I have had to work on my own writing. It's been over twenty years since I have handed in a paper to be graded. This is my first class in working towards a master's degree. I'm glad to have had the challenge."

"My work at the end of the semester differs from my work in this class at the beginning of the semester in the following ways: 1) Better organization and sequencing of my writing, ...4) less confusing complex sentence structures, 5) better planned paragraphs and transition between these paragraphs, 6) more perseverance through the writing process, 7) more in-depth evaluation and monitoring of my own person progress by comparing and contrasting pieces done previously, 8) striving for greater excellence."

"Most of all I want to thank you for the kind remarks that you have given me on my writings. I have been through several years of schooling and you are the first person that has ever made me feel like I can write. This has always been an area that has given me great stress and many sleepless nights."

Case Studies

"Most importantly, I have been forced to sit back and think before I make a decision. The case studies have made me realize how important time can be when faced with a decision."

"If I could, I would do more case studies. Case studies provide a learning tool which most closely resembles real situations that a building principal would face. The variety of events and situations that case studies can address is unlimited."

"I enjoyed working together in groups on the case work. I enjoyed discussing them with other people and listening to other opinions. A person can learn so much by listening and watching. I think this is also good for people who think they 'know all the answers'."

"It was challenging to apply the readings to the actual case studies we were given. This makes the material more pertinent to real-life situations. At times, it was difficult to directly relate parts of the readings to a case study. This was particularly difficult during the one quiz with so little time in which to finish. I feel that I often know what I would do and that it was covered in the reading, but I cannot often state specifically how it relates back to the reading. This has been a strength of this class. All activities are related directly to the readings or material covered. (School Leadership Theory class).

"I am definitely a hands-on learner. If the knowledge is something I can put into real life, then I will remember it in the future. However, if I am unable to utilize the information soon after I have heard it, then I forget and have to relearn. The case studies really aided my learning style."

"The case study analysis represents the first time I started to truly look at a problem as an administrator, not as a teacher. I have been trying to see problems through an administrator's eyes for the past year, but I have really been looking at situations as a teacher trying to think like an administrator. This time I was seeing the situation from a different perspective."

"I included this case study because writing it made me become more aware of the different dimensions involved. It also made me think about how I would solve a similar problem or more importantly, how I might try to prevent the problem from occurring."

"Bravo! Case analysis is another valuable learning tool. I would have liked the opportunity to do more! Perhaps one night alone could be set aside for case analysis. It is rare, I would imagine, that a principal would have the luxury of facing only one such problem at a time. It would be interesting to be involved in creating solutions which compliment each other. We needed more time with our groups, followed by more full group disclosure of ideas. Wow, understanding organizational structures is imperative."

"Analyzing case studies has become a powerful learning tool to help prepare and link me to the real world of administration and to the knowledge that I've gathered during my career. It has caused me to critically analyze information and data and to come up with the best possible solution for a given situation."

Model of Supervision

"The work in this class opened up a part of me that recognizes the need to know what it is I want to be and do. Had it not been for the reflective journals, the belief statement and designing the supervision model I would not be able to help my peers in obtaining ways to improve themselves and the children. I believe it actually was the mastery of the writings that has changed my work at the end from what it was at the beginning."

"What I found most challenging in this course was creating my own philosophy (model of supervision) without regurgitating what others have said. Making it mine was a real challenge and very appreciated. Now I have a clear vision, whereas before I didn't know what the heck I was doing. I knew where I wanted to go but not how to get there."

"Before you can be an effective supervisor you need to know exactly what your own thoughts and feelings are about supervision. Knowing what you want to gain or improve through supervision and knowing how to get where you want to be professionally is one of the most valuable tools of the process. Supervision is a process that can be interpreted differently by many people. The items that

are important to one educator may not have the same emphasis for another educator. I really feel that some of my beliefs have changed.... Mainly, the fact that supervision needs to be a collaborative effort to be really effective. The purpose of supervision is to improve the instruction so that students learn."

"I feel good about this course and what I have learned about supervision.... The second half of the course built supervision using the knowledge gained in the first half. This process was important to my model of supervision in that it reminded me that the primary task of a principal is to supervise!"

Role Play

"I really liked the interview section (role play) you had on our test. This was a very valuable experience, one I wish we could have done more of."

From My Perspective

In my attempts to support students in becoming reflective practitioners and in constructing their own knowledge, I tried to include in my classes some basic and effective elements of learning which are best elucidated by Garmston and Wellman (1994). I attempted to:

- provide experiences that allow learners to link prior knowledge to the topic at hand, dispel misconceptions, and enrich their knowledge base
- design experiences that help participants to consider new information in light of current mental 'files' and to sort by creating new files
- give learners opportunities to integrate and synthesize information from different sources, create categories, and develop frameworks and models. (pp. 84-85)

I believe that using reflective processes and alternative assessments helped to create a the constructivist climate in the classroom that I desired. Overall, such teaching strategies have allowed for more creativity and fun for me and for some of the students. They have enabled me and the students to have better indications of their depth of understanding of new learnings. They showed me the concerns and problem areas that the students were encountering. They demonstrated very clearly that learners respond and learn in every way imaginable and that instructors must recognize and

acknowledge that fact in the manner in which we teach. I will continue to work helping them to truly construct their own knowledge for their own level, wherever they are.

The implications for me as an instructor (and for other instructors attempting similar instruction) as I continue to emphasize reflection and alternative assessments in my teaching are significant. First, I must continue to attempt to find a balance when presenting complex and unstructured learning activities for my students. I must find a balance between an activity so open and ill-defined that the students are confused, stressed, and resistant, and an activity that has so many guidelines, criteria, prescriptions, and format requirements that students' work is all very similar, with no support of their construction of their own knowledge. I realize that some adult students are at a developmental stage in which they need structure and "knowing what the instructor wants". I also am aware that some adult students are at a developmental level where all the instructor has to do is point, ask significant questions, and stand back. Since both of these extremes and all levels in between are in my classes, this issue seems to be my primary concern about the way I want to conduct my classes.

Secondly, I must attempt to find a better way to reduce the stress level that has accompanied some of the alternative assessments. I want them to study, organize their thoughts, prepare, etc., but I do not want them to be so anxious about the situation that they do not learn as a result of the assessment experience. I have tried to relieve the pressure by minimizing any focus on grades, using a modified mastery learning technique and issuing final grades based on many varied assignments. It is obvious that I need to consider other means of dealing with this issue, perhaps looking at how I can reduce the importance of grades in their mind, or take grades out of the picture completely.

Thirdly, anyone who attempts to use some of the same techniques will find that it is "labor-intensive" and will result in spending many hours providing cogent and salient, but, in my mind, necessary feedback to the students. I think that an instructor has to be aware "up front" of the implications for instructor time in an academic class schedule.

Student responses and their obvious growth affirmed for me that I was on the right track as I asked the students to practice reflection. Their affinity for reflection as a learning tool was gratifying

to me. Their acceptance of and, sometimes, appreciation of alternative assessment as a teaching method was also quite satisfying to me and testimony to the efficacy of the practice. I have used feedback from the students to restructure the learning activities and assessment, the criteria, the instructions, and the scoring guidelines. Student feedback has often brought me new insights that I am then able to pass along to students. In short, both the content and form of students' understandings as evidenced in the reflective assessments exhibit the strong support that these strategies offer for preparing reflective administrators for a non-reflective world. I intend to continue with reflective assessment!

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Appendix A
Research Project

GRADING STANDARDS FOR RESEARCH PROJECT
ER 752 ANALYSIS OF RESEARCH

I. QUESTION DEVELOPMENT AND RESEARCH STRATEGIES

Questions of substance are formulated that go beyond the trivial or egocentric
Variety of materials are used beyond obvious reference books
Information is well-organized as it is collected

9- Library is used extensively

10 Each team member works productively
There is no plagiarism
Each team member is observed using primary, secondary, and preliminary resources
Conflicting sources of data are located and considered
Action research component is well-designed and carried out
Analysis of data is thorough and well-thought-through
Results have potential to contribute to practice or theory in the field

Questions of substance are formulated that go beyond the trivial or egocentric
Variety of materials, library used
Information is organized as it is collected

7- There is no plagiarism

8 Each team member is observed using primary, secondary, and preliminary resources
Each team member works productively
Action research component is well-designed and carried out
Analysis of data is sufficient

Questions are formulated

5- Information is gathered from various sources

6 Some record is kept of data collected
Each team member is observed using some resources
Action research is carried out
Analysis of data exists

Questions are formulated, but are trivial or of minor significance

3- Information gathered and used is from very few resources

4 Ongoing assistance is required
No action research
Analysis of data minimal

Questions are formulated, but are of low caliber

1- A minimal attempt is made to investigate the questions

2 No action research
No analysis of data

II. WRITTEN PRESENTATION OF PROJECT

9-10

Content addresses the topic selected and communicates the central idea
The report is well-organized as a unified whole
There is a unique conclusion which adds substance to the research
Writing is logically structured and sequenced with a seamless transition between ideas
Vocabulary and syntax are appropriate to graduate-level writing
Sentences are grammatical with proper punctuation, capitalization, and spelling
APA format is followed

7-8

Content addresses the topic selected and communicates the central idea
Report is well-organized
There is an appropriate conclusion
Writing is well-structured and sequenced with transition between ideas
Vocabulary and syntax are appropriate to graduate-level writing
Sentences are grammatical with proper punctuation, capitalization, and spelling
APA format is followed with one or two exceptions

5-6

Content addresses the topic selected, central idea communicated, but not clearly
Report has an organization
There is a conclusion
Writing lacks some structure and sequence
Vocabulary and syntax are less than that expected of graduate-level writing
Sentences show some errors in grammatical usage, punctuation, capitalization, and spelling
APA format is followed with some exceptions

3-4

Content is shallow with central idea unclear
The conclusion is insufficient
Writing is unstructured and non-sequential
Vocabulary and syntax are not quality
There are several errors in grammatical usage, etc.
Several errors in APA format

1-2

Research report is of poor quality with very poor content
The conclusion is practically non-existent or very poorly written
Writing is unstructured and non-sequential
Vocabulary and syntax are unacceptable
There are many errors in grammatical usage, etc.
No obvious attempt to use APA format

III. SELF-EVALUATION OF PROJECT BY GROUP

(Instructor's scores on this section will be averaged with group's scores)

SCORES AND DESCRIPTORS

Score Group/Inst	Trait to Be Scored	Lacking (1)	Moderate (3)	High (5)
___/___	Group Communication and Cooperation	Group unable to complete project due to lack of cooperation	Group communicated and cooperated adequately in carrying out task	Group communicated and cooperated effectively to accomplish task
___/___	Group Development of a Research Plan			
___/___	Effectiveness of Data Gathering			
___/___	Respect for Opinions of Others			
___/___	Use of Research to Solve Problem	Group unable to correctly use research to formulate and solve problem. Made some fundamental errors	Use of research generally acceptable, although there were some minor flaws	Used research effectively throughout project to properly formulate and solve problem
___/___	Your Decisions About Data Gathering and Analysis			
___/___	Drawing Accurate Conclusions from Data			
___/___	Report Writing			
___/___	Motivation and Persistence	Group was easily sidetracked or stopped by problems and difficulties; did not follow through	Showed an acceptable level of motivation and persistence. Generally fulfilled responsibilities	Overcame a number of problems or difficulties to complete project. Completely fulfilled responsibilities

SCORES ON SELF EVALUATION SHEET

_____ Total Points, Group Self Evaluation

_____ Total Points, Instructor, Section III

_____ Average Points, Self-Evaluation Sheet (Group + Instructor)

_____ Score for Section III [(Ave. Points/9 traits)x 2]

_____I. Question Development/Research Strategies

_____II. Written Presentation of Project

_____III. Overall Evaluation

_____ TOTAL POINTS ON PROJECT

IV. EVALUATION OF EACH TEAM MEMBER'S PERFORMANCE

(Each team member is to complete a separate sheet on each of the other members of the team as well as on her or his own performance. These evaluations should be done in confidentiality and handed to the instructor privately.)

Your Name _____

Person You Are Rating _____

Circle Yes or No *Fill in one*

				Almost Always	Often	Sometimes	Rarely
A.	*Group Participation*						
1.	Yes	No	Participated in group discussion without prompting.				
2.	Yes	No	Did his or her fair share of the work.				
3.	Yes	No	Tried to dominate the group—interrupted others, spoke too much.				
▶	**Participated In the Group's Activities**			○	○	○	○
B.	*Staying On Topic*						
4.	Yes	No	Paid attention, listened to what was being said and done.				
5.	Yes	No	Made comments aimed at getting the group back to the topic.				
6.	Yes	No	Got off the topic or changed the subject.				
▶	**Stayed on the Topic**			○	○	○	○
C.	*Offering Useful Ideas*						
7.	Yes	No	Gave ideas and suggestions that helped the group.				
8.	Yes	No	Offered helpful criticism and comments.				
9.	Yes	No	Influenced the group's decisions and plans.				
▶	**Offered Useful Ideas**			○	○	○	○
D.	*Consideration*						
10.	Yes	No	Made positive, encouraging remarks about group members and their ideas.				
11.	Yes	No	Gave recognition and credit to others for their ideas.				
12.	Yes	No	Made inconsiderate or hostile comments about a group member.				
▶	**Was Considerate of Others**			○	○	○	○
E.	*Involving Others*						
13.	Yes	No	Got others involved by asking question, requesting input or challenging others.				
14.	Yes	No	Tried to get the group working together to reach group agreements.				
15.	Yes	No	Seriously considered the ideas of others.				
▶	**Involved Others**			○	○	○	○
F.	*Communicating*						
16.	Yes	No	Spoke clearly. Was easy to hear and understand.				
17.	Yes	No	Expressed ideas clearly and effectively.				
▶	**Communicated Clearly**			○	○	○	○

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Appendix B
Assignment Portfolio

GUIDELINES FOR DEVELOPMENT OF ASSIGNMENT PORTFOLIO

Purposes for Portfolio

- To demonstrate learning, growth, or change throughout this course
- To document achievement for partial credit in the course
- To show evidence of reflection

Portfolio Should Contain:
(Include drafts and reflective paragraphs with finished work)

- Reflective journal containing entries throughout semester
- At least two "quality" written assignments
- Reflective paragraph for each "selected" item, required or optional, explaining why you believe it demonstrates your learning, growth or change throughout this course
- "Student Self-Assessment" worksheet

Portfolio May Also Contain (optional):
(Be selective - Choose only items that will help you meet the purposes of portfolio)

- A list of the most helpful, practical learnings you've gathered in this class
- Any other key items, creative or otherwise, which you can explain as meeting the purposes of the portfolio:
  - metaphors both literal and visual
  - literary representation
  - personal commitment document
  - questions emerging from this course that relate to your future endeavors in field
  - high-lighted summary of notes from class
  - practice exercises or activities
  - etc.

Criteria to Be Used in Assessing Portfolio:

- Quality of individual pieces
- Quality and depth of self-reflection
- Growth in learning/performance as indicated in products or materials included
- Student self-assessment
- Presentation/organization of portfolio

All grading standards will be scored on a continuum of 3 to 0 as follows:

3= Proficient 2 = Capable 1= Adequate 0= Poor

GRADING SHEET FOR ASSIGNMENT PORTFOLIO

(3= Proficient 2 = Capable 1= Adequate 0= Poor)

Grading Standards for "Quality of Individual Pieces"

_____ Organization

_____ Conventions

_____ Matters of Choice in Topics and Language

_____ Thought and Detail

Comments:

Grading Standards for "Quality and Depth of Self-reflection"

_____ Thoroughness

_____ Support of statements by pointing to past experience or specific aspects of the work when possible (make inferences)

_____ Synthesis of ideas or highlighting of key concepts

_____ Self-revelation

Comments:

Grading Standard for "Growth in Learning/Performance"

_____ Evidence of growth in learning, performance or skills

_____ Evidence of ability to apply learning

Comments:

Grading Standard for "Student Self-Assessment"

_____ Thoughtfulness

_____ Comprehensive treatment

_____ Insight

Comments:

Grading Standard for "Presentation/Organization of Portfolio"
(Only one point possible)

_____ Organized, user-friendly

Total Points _____ > Total Points Toward Grade in Course_____

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July 10, 1995

STUDENT SELF-ASSESSMENT

"Who Am I As a Learner?"
(Include in portfolio)

PLEASE ANSWER THE FOLLOWING QUESTIONS ON THIS SHEET:

Analysis of Skills and Processes (Metacognition)

1. If I could work further on material in this course, I would....

2. Of the work that we've done in class, I feel most confident about.....

3. I still don't feel confident about .....

How Skills and Processes Have Changed Over Time (Metacognition)

4. My work at the end of the semester differs from my work in this class at the beginning of the semester in the following ways:

Affective and Other Areas

5. The type of learning activities I enjoy most are..... Because.....

6. What I found most challenging in this course is..... Because .....

7. I find working with others on projects/activities useful in the following ways:

Not useful in the following ways:

Appendix C
Analysis and Evaluation of Research Articles

GRADING SHEET FOR EVALUATION OF RESEARCH REPORT

3 = Proficient 2 = Capable 1 = Adequate 0 = Poor

Grading Standards for Judgement

_____ Conclusions reached are sound

Comments:

Grading Standards for Supporting Statements

_____ Statements made to support conclusions are reasonable and the result of obvious care in analysis

Comments:

Grading Standards for Identification of Research Report Sections
(Each section worth only one point)

_____ Researcher(s) - Identification of researcher characteristics that indicate bias/no bias

_____ Review of literature - Identification of characterisitics that indicate bias/no bias

_____ Questions/Objectives/Hypothesis - Identification of, and whether well defined

_____ Variables - Identification of, and whether carefully defined and measured

_____ Sample - Identification of, and whether results can be generalized to population

_____ Measures - Identification of, and whether valid, reliable, and appropriate

_____ Results - Brief identification of, and analysis techniques described

_____ Discussion - Brief identification of interpretation of results and implications

Comments:

Grading Standards for Final Evaluation of Research Report

_____ Sound evaluative conclusions reached on value of report, and whether the researchers' judgments are supported by their research results and by previous research results

Comments:

Grading Standard for Overall Quality of Evaluation

_____ Evaluation is thorough, thoughtful, accurate, and highlights key concepts

Comments:

Total Points _____ **Possible: 20** (A = 18-20 B = 16-17 C = 14-15)

Appendix D
Reflective Book Review

REFLECTIVE BOOK REVIEW

Criteria Used:

- **Thought and Detail**
- **Matters of Choice**
- **Organization**
- **Matters of Convention**

Rubric for "Thought and Detail" in Reflective Book Review

5 PROFICIENT: An insightful understanding of the reading selection is effectively established. The student's opinion, whether directly stated or implied, is perceptive and appropriately supported by specific details. Support is precise and thoughtfully selected.

4 CAPABLE: A well-considered understanding of the reading selection... . Opinion is thoughtful... . Support is well-defined and appropriate.

3 ADEQUATE; A plausible understanding is established and sustained. The student's opinion is conventional but plausibly supported. Support is general but functional.

2 LIMITED: Some understanding is evident, but the understanding is not always defensible or sustained. Opinion may be superficial and support scant and/or vague and/ or redundant.

1 POOR: An implausible conjecture.... The student's opinion, if present, is inappropriate or incomprehensible. Support is inappropriate or absent.

* The evaluation of response to reading will be in terms of the amount of evidence that the student has actually read the book and thought about it, not in terms of whether the student has thought about it in line with a 'correct' answer.

Rubric for "Matters of Choice" in Reflective Book Review

5 PROFICIENT: Choice of topics or subject matter discussed is insightful and focused on matters of import. Topics chosen demonstrate thorough reflection. Choices evident in the wording are usually effective and sometimes polished. In many instances words are chosen for good effect. Diction is appropriate and specific. Many sentences are purposefully structured for effect.

4 CAPABLE: Choice of topics is well-considered and demonstrates appropriate reflection. Choices evident in the wording are often effective. Frequently words are chosen for effect. Diction is appropriate. Some sentences are purposefully structured for effect.

3 ADEQUATE: Choice of topics is conventional and demonstrates some reflection. Choices evident in the writing are occasionally effective. Now and then words appear to be chosen for effect. Diction is appropriate but may be over-generalized. Attempts are made to structure sentences for effect.

2 LIMITED: Choice of topics is not always defensible and is sometimes inappropriate. Choices evident in the writing are often ineffective. Diction is imprecise and/or inappropriate. The writer demonstrates a lack of awareness of available choices.

1 POOR: Choice of topics is not adequate and is inappropriate. Choices evident in the writing are usually ineffective. Words and structures are misused to such an extent that clarity suffers. Diction is inaccurate and/or vague.

Rubric for "Organization" in Reflective Book Review

5 PROFICIENT: Subject matter is organized clearly and effectively. Relationships between successive paragraphs are helpfully signaled. Main topics are clearly and articulately stated. Argument for the importance of topics discussed is persuasive and well-organized. Knowledge and facts from the reading are well incorporated. Conclusions are drawn and include an awareness of key issues.

4 CAPABLE: Subject matter is organized in an effective manner. Relationships between paragraphs are often signaled. Main topics are clearly stated. Argument for the importance of topics discussed is appropriate. Knowledge and facts from the reading are appropriately incorporated. Conclusions are drawn and include an awareness of key issues.

3 ADEQUATE: Subject matter is organized but may be unclear. Relationships between paragraphs are occasionally signaled. Main topics are stated adequately. Argument for the importance of topics discussed is included. Knowledge and facts from the reading are incorporated but is superficial. Conclusions are drawn.

2 LIMITED: Subject matter is organized in an unclear manner. Relationships between paragraphs are not signaled. Main topics are not clear and argument for their importance is imprecise. Little knowledge and facts from the reading are incorporated and do not support the main topics nor the organization. Conclusions are imprecise and/or ineffective.

1 POOR: Subject matter is organized in an ineffective manner with lack of focus. Relationships between paragraphs generally do not exist. Main topics are not stated. Knowledge and facts from the reading are minimally incorporated. Conclusions are unfounded and/or non-existent.

Rubric for "Matters of Convention" in Reflective Book Review

5 PROFICIENT: An assured, selective, and appropriate use of a wide range of grammatical constructions and of an extensive vocabulary. Chosen style sustained consistently. Striking effects achieved, showing evidence of a personal style.

4 CAPABLE: Often effective use of a range of grammatical constructions and an effective vocabulary. Style and voice of writer is evident.

3 ADEQUATE: Correct use of grammatical constructions and occasionally effective vocabulary. Style and voice of writer is not consistently apparent.

2 LIMITED: Some incorrect use of grammatical constructions. Vocabulary use limited and generic with some inappropriate uses. Style and voice of writer ineffective.

1 POOR: Grammatical constructions often inaccurate. Vocabulary misused to such an extent that clarity and purpose suffer. Style and voice of writer nonexistent.

Overall Assessment

17-20 PROFICIENT

13-16 CAPABLE

9-12 ADEQUATE

5-8 LIMITED

0-4 POOR

Appendix E
Case Study

CASE STUDY #3
Scoring Guidelines

Criteria:

- Quality writing (conventions, word choice, voice, style)
- Reflection (including own thinking and learning)
- Identification of key and secondary issues:
  - involvement of others - shared decision making
  - communication
  - planning process (needs assessment, literature review, etc.)
  - admission of error
  - keeping superintendent informed
- Creative and effective problem-solving (dealing with the problem)
- Over-all quality of paper (holistic view)

Paper Rating:

10	Paper possesses all of above
9	Most of above
8	Most of above - less quality than 9
7	Some of above
6	Few of above
5	Very few of above

Appendix F
Simulation

Quiz #3
EA 830 School Leadership Theory

I. In the selected situation, put yourselves into the administrative roles that make sense to you in this particular situation. It may be the roles of building principal or assistant principal, superintendent, assistant superintendent or some kind of district coordinator.

Each person in your group must have a major part in the role play. The rest of the class members may be used in your role play only if you so desire.

You have 30 minutes for preparation. You will have 15 minutes to present your role play.

Assessment will be made on the following criteria:

- Problem-solving skills are evident (analytical thinking, critical thinking, the ability to make judgments, to balance opposed points of view)
- **Vital information from our text(s) or from materials employed in class are used as the basis of the solution**
- Group process and human relations techniques are evident
- Self reflection is evident in final product **and** in role playing (by the reflective manner in which role players deal with others)

Situation A - Program Evaluation
(Actual Situation, 1994-95)

Select a program actually taking place in one of your schools or districts. Write a short description of the program and the reasons why it should be evaluated. Develop an appropriate design plan to evaluate that program. Include the specifics of each step. Use either: a) a flow chart to represent the steps of the process. b) a fishbone to identify factors contributing to problems in the program - if you perceive there are some, or c) any of the other TQM tools as appropriate to your situation. Write a brief description of the stockholder group (representative staff, parents, students, central office personnel, media? - you decide). Role play your presentation of that design plan to a group of the stockholders in the program.

Submit to Dr. Duncan the following:
- A short description of the program and reasons why it should be evaluated
- Rough draft of the design plan
- TQM tool used - rough draft
- Brief description of the stockholder group

Suggested division of labor:

Ten minutes -	Group of three - decide on program, decide on design plan, decide on TQM tool, decide on stock holders
Ten minutes -	Develop role play
Ten minutes -	Person #1 - write description of program and stockholder group Person #2 - write design plan Person #3 - develop and fill in TQM tool

Situation B - Total Quality Management and Teachers
(An actual situation, 1991-92)

Until the advent of QPA, management in your school district followed a centralized, top-down model. Schoolwide decisions were made and problems solved by the principal (with occasional input from an assistant principal) and then approved by the superintendent. But last year, as a result of being involved in QPA , outcomes-based education, and the effective schools movement, the superintendent was prompted to recommend that site-based decision making be promoted in all the district's schools, using a collaborative team approach to managing and improving the school. Every teacher at your school has been actively involved with the needs assessment and analysis, the disaggregation of data, and the planning for QPA, school improvement, curriculum and assessment development, and resultant staff development.

These practices have been in operation for six months. The principal (or superintendent) receives this memo from the social studies department chairperson:

To: Bill "Ding" Bridges
From: Alberta Swayzie
Re: Time for QPA

You will remember that I was initially quite impressed with the possibilities of site-based decision-making due to success stories I had heard from friends in other parts of the state. But after conducting problem-solving meetings with my teachers, I have come to a different conclusion: teacher involvement in making decisions about policy and instructional problems is a worthless approach to school management. The teachers in my department simply do not have the time to deal with more than the issues within their own classrooms. They resent the extra work that is coming out of QPA and site-based decision making.

We discussed the situation at our last departmental meeting and are recommending that either all of us involved in the QPA process and site-based decision making be paid extra for our time or that we forget about site-based decision making and leave everything in your hands with input from a principal's advisory council.

Instructions:

Develop an appropriate plan for dealing with this situation. Include the specifics of each part of the plan. Use either: a) a fishbone to identify causes of the time complaint, b) a PDSA cycle to define an improvement process for the situation, c) an affinity diagram to outline the pros and cons of site-based decision making, or d) any of the other TQM tools as appropriate to your situation. Role play the presentation of your plan to a faculty meeting in this school.

Submit to Dr. Duncan the following:

- A rough draft of your plan
- A rough draft of your TQM tool
- A rough draft of important TQM concepts addressed in the role play

Situation C - Total Quality Management and Students (and BOE Members)
(Actual Situation, 1993)

One of you is the new principal in a small high school in a small district of 600 students. Middle school and high school students in this district are not allowed to wear shorts to school. You have just come from a larger school district of 9000 students where the dress code concern has to do with "gang" attire, a much more serious concern in your mind. Students in your new school are aware that their friends in surrounding school districts can wear shorts to school and have organized through the student council to

present you with a petition to be able to wear shorts to school. You are painfully aware that the school board is opposed to allowing shorts in school claiming that it would lead to casual and unruly behavior and that it's not what parents in the district want. What will you do?

Instructions:

Develop an appropriate plan for dealing with this situation. Include the specifics of each part of the plan. Use either: a) a PDSA cycle to define an improvement process for the situation, b) an affinity diagram to outline the pros and cons of changing the dress code, or c) any of the other TQM tools as appropriate to your situation. Role play the presentation of your plan to the student council.

Submit to Dr. Duncan the following:

- A rough draft of your plan
- A rough draft of your TQM tool
- A rough draft of important TQM concepts addressed in the role play

Suggested division of labor:

Ten minutes - Group of three - decide on design plan, decide on TQM tool
Ten minutes - Develop role play
Ten minutes - Person #1- write draft of plan
Person #2 - develop & fill in TQM tool
Person #3 - write draft of TQM concepts used in role play

Situation D - Total Quality Management and Parents
(Actual Situation, 1993-94)

Your community is rapidly growing and there are many parents in your school who are relative newcomers. They come with many ideas about how things ought to be done in your school because they were done another way in their previous schools. It seems that the principal and staff spend many extra hours with parents in the school explaining why things are done a certain way, defending certain actions taken, protecting themselves or their students from possible inappropriate actions on the part of these parents. In truth, staff members and principal become rather defensive in dealing with these parents. How would you deal with this situation?

Instructions:

Develop an appropriate plan for dealing with this situation. Include the specifics of each part of the plan. Use either: a) a PDSA cycle to define an improvement process for the situation, b) a fishbone to identify root causes of the problem or c) any of the other TQM tools as appropriate to your situation. Role play the presentation of your plan to a meeting of the PTA group.

Submit to Dr. Duncan the following:

- A rough draft of your plan
- A rough draft of your TQM tool
- A rough draft of important TQM concepts addressed in the role play

Suggested division of labor:

Ten minutes - Group of three - decide on design plan, decide on TQM tool
Ten minutes - Develop role play
Ten minutes - Person #1- write draft of plan
Person #2 - develop & fill in TQM tool
Person #3 - write draft of TQM concepts used in role play

Appendix G
Model of Supervision

MODEL OF SUPERVISION/COACHING

CI/EA 811
Supervision of Teachers and Evaluation

You are an experienced teacher with a student teacher.
You are a teacher engaged in peer coaching with a colleague.
You are a department head working with other teachers in your department.
You have been asked by another teacher to observe and give feedback.
You are a school building administrator.
You are a district level coordinator, consultant, or supervisor.

No matter what your position and the expectations for you in that position, you may at some time be expected to supervise teachers in one way or another. How will you respond? What will you do? Hopefully, you will be guided by your own strong belief system, your own vision of what should happen, and some specific ideas of what you perceive as a valuable supervision process. Remember, the value of your model of supervision will be directly related to its integrity. It must reflect your beliefs and your expectations. It must be true to you.

To develop your model of supervision/coaching, you should thoroughly examine all of the materials, concepts, and ideas that will be presented to you in this class. Further, you should analyze your own supervision experiences, deciding what has been valuable and what has not. You should then reflect deeply, selecting the best exemplars from your learning and your experience, and synthesizing them to produce your model. This is a "higher-level thinking" project designed to 1) help you learn at a deeper level and 2) provide you with a strong and personal framework as you begin to supervise or peer coach with teachers.

Your model of supervision/coaching should/might contain:

- Your beliefs that guide your model
- Your definition of supervision/coaching
- Your vision of supervision/coaching and evaluation
  What would you see happening in your school? What would the teachers be doing? What would the administrators be doing? What kind of supervision would you see happening in the classrooms? What kind of conferencing would you see taking place? Would your model involve peer coaching, action research and staff development activities? What roles would you see people playing? What attitudes would you evidence? What responsibilities would you see people accepting? What would happen when a teacher is performing marginally?
- General procedures for:
  Hiring
  Orientation of new staff
  Orientation of all staff to the supervision/evaluation process
  Conferencing
  Data gathering - instruments, observations, information from others
  Feedback to teacher
  Reinforcement/extension
- Timelines, who does what
- Any other items that you deem helpful

The final draft of the completed model is to be inserted in your assignment portfolio and will be graded according to the criteria listed in the "Grading Sheet for Assignment Portfolio". Please include all previous drafts with the final one.

Appendix H
Role Play

C & I/EA 811 SUPERVISION OF INSTRUCTION AND EVALUATION
Fall, 1995
Mid-Term Assessment

The mid-term assessment expects that you will:

- Know the material you have learned in a different and better way (reflect)
- Consolidate and internalize your learnings
- Stand back and examine what has transpired in the class thus far and what it means to you
- Make connections

Your planning for the assessment and your performance should reflect the above expectations. You should **not** simply regurgitate learned material. Your assessment will be scored according to the above expectations.

25 points II. You will be invited into a separate room sometime during the assessment in order to take part in a simulation. You will be placed in a situation where you will be expected to perform appropriately calling on your learnings from the class thus far. Please do not share this situation with other members of the class as it should be as unanticipated for them as it is for you.

Prompt:

You are to draw a situation. After having read the situation, you are to decide if you want to take the role of a teacher or of the principal if there is an option for such. I will portray the role of the other person described in the situation. We will proceed to role play the entire situation. You will be evaluated on your:

- General knowledge of the theory, strategy, or concept named in the situation
- Ability to appropriately discuss the importance of the theory, strategy, or concept and make a case for its use while role-playing in this unexpected situation

A. Diversity Situation

You are a staff member in a middle school that will be practicing inclusion of all students in the regular classrooms in the coming school year. Your school has decided to place special education students as well as low achieving students in their regularly-assigned classes. This has eliminated a few basic classes that previously existed. I am a parent of one of the high-achieving, non-special education students.

"I object to these students being placed in the same class with my child. They will cause disruptions and at the very least, cause the teacher to have lower expectations. I am strongly requesting that you rethink this decision."

B. Diversity Situation

You are principal/teacher in a high school that is known for its racial strife and division. Inter-racial fights occur weekly if not daily and some students feel unsafe in school. In general, there seems to be animosity and thorough misunderstanding among different cultural groups in the school. I am your superintendent.

"I had another angry parent call me last night at home worried about the tensions and disagreements among students at the high school and threatening to go to the school board about my inability to successfully manage this district. I know you have been working with staff members in the school to come up with a plan for improving the situation in the high school. Can you tell me what you have come up with and what I can do to help you?"

C. Motivation

You are a teacher in an elementary (or middle level or high) school and you have just returned from a conference on motivation theory. The principal asks you to give a synopsis of the learning theory on motivation to your fellow teachers at the next staff meeting and you agree. You are surprised after you have presented the information by another teacher in the school, when she asks a belligerant question. I am that teacher.

"You know, I've been teaching for 25 years. My students learn, they get good grades, they like my class, and I have had no parent complaints. I like to think I'm a good teacher. However, I am very demanding. I have high expectations of my kids. I am not about to pamper them by all of this hogwash that you're spouting about motivation. They are motivated by grades and by pleasing me. My motto is "If it ain't broke, don't fix it!"

D. Whole Language Situation

Your school district is in its first year of a new adoption of a reading series that is based on the whole language concept. You are the district coordinator of language arts. I am the wife of a school board member who is meeting with you about the program. You have heard that I have strong objections to it, and even though I have been doing my research on whole language, I strongly disagree with the concept.

"I just have not seen a shred of evidence that suggests that the whole language approach helps students to learn better than what we have traditionally done in the schools. Would you tell me why we are using it with our children?"

E. Multiple Intelligences

Your school is in its first year of training and some implementation of attempting to address the multiple intelligences of students in the classroom. You are teacher/principal in the school and you are meeting with the site council. One of the new members of the site council is a professor of psychology/tests and measurements at the university and he vigorously protests the validity of any intelligence other than that measured by IQ tests. He claims that teaching to the other 'mythical' intelligences will result in lower achievement and he is vehemently opposed to it. I am that professor.

"This is pure insanity and a waste of time for our students. Teaching this way takes four times longer and results in less achievement. You simply cannot make a convincing case for these multiple intelligences!"

F. Cooperative Learning Situation

You have been using cooperative learning in your middle level classroom for one month. During the first parent teacher conference of the year, you are meeting with a parent of one of your students— a high achiever. The parent is extremely distressed by your practice of cooperative learning. I am that parent.

"I resent like heck the fact that my Andrew has to spend valuable classroom time teaching other students what he already knows. He has had 2 groups where one of the other children in the group does absolutely nothing and then gets a good grade because Andy and the other kids in the group have done such good work. This is a very unfair situation. Why on earth are you doing this to the kids in you classroom? It is so unfair!"

G. Disaggregating Data Situation

As a result of QPA, you and the rest of the staff have to look at student data. You are in charge of disaggregating the data and you have requested that one other staff member work with you on that project. I am that other staff person and I resent the time that the disaggregation is going to take.

"Why do we have to disaggregate the data? We can see how well our students scored just by looking at the data they send from central office. I really don't have the time to do this."

H. Effective Schools Situation

As a result of QPA, you and the rest of the staff have decided to use the effective schools model to improve student performance on state outcomes. One of the oldest staff members is very opposed to doing more than is absolutely necessary to become accredited through the QPA process and therefore does not think the staff should use the effective schools model. I am that staff member.

"Look. All we have to do is look at our data and develop a plan. Let's do this as simply as we can. We're all very busy people. There is no real reason that we have to look at the effective schools stuff, is there?"

I. Brain-Based Learning Situation

You and and the rest of the staff at your middle school have studied brain-based learning and are implementing it in the classroom during this school year. A parent of one of your 6th grade students has asked to have an appointment with you concerning her fears about brain-based learning. Since she had submitted what you know to be a form letter requesting that her child not be included in a long list of activities such as counseling groups, self-actualization discussions, and visualization, you suspect that she may have fundamentalist beliefs. I am that parent.

"I am very concerned about your use of this so-called brain-based learning. I have obtained a copy of the principles that guide it and I am real upset with some of them. This one asks that you use visualization. This one asks that you use wholistic teaching instead of teaching facts. I just cannot believe that you are doing this with children in the classroom. Why are you doing these things? Children need to learn the basics, not all this gobbledy-gook!"

Practice Scenario on "minimum standards":

You are the coordinator of outcomes and assessment in your district. You are working to establish meaningful assessments and standards for the grade level outcomes in the district. One of the school board members reflects the views of several parents in the community who are opposed to outcome-based education. In a study session on QPA, this board member expresses his opinion vividly.

"These outcomes are ridiculous. We can't expect every student to do all of these things. That's not the way the world works. You say you're going to set minimum standards and all students will reach them. Poppycock! All these standards will do is force teachers to lower their standards for high achieving students. They'll teach to the middle and hold some kids back. There are just some kids who can't do it! If I set a minimum standard for this board of being able to dunk a basketball, some of the board members would never be able to do it. The whole idea is outrageous!

CI/EA811 Mid-Term Assessment
Scoring Guidelines
Part A

SCORE	SCORING DESCRIPTORS
25 PTS	DEMONSTRATED THOROUGH KNOWLEDGE OF THE THEORY, STRATEGY, OR CONCEPT. COMPETENTLY AND COMPLETELY DISCUSSED ITS IMPORTANCE TO STUDENT LEARNING. MADE A VERY PERSUASIVE CASE FOR ITS USE.
24 PTS	DEMONSTRATED KNOWLEGE OF ALL BUT ONE OR TWO OF THE MAJOR CHARACTERISTICS OF THE THEORY, STRATEGY, OR CONCEPT. HELD A COMPETENT DISCUSSION OF MOST OF THE MAJOR REASONS IT IS IMPORTANT TO STUDENT LEARNING.
23 PTS	DEMONSTRATED KNOWLEDGE OF TWO OR THREE OF THE MAJOR CHARACTERISTICS OF THE THEORY, STRATEGY, OR CONCEPT. HELD A SATISFACTORY DISCUSSION OF ONE OR TWO OF THE REASONS IT IS IMPORTANT TO STUDENT LEARNING. MADE A LIMITED CASE FOR ITS USE
22 PTS	DEMONSTRATED LIMITED KNOWLEDGE OF THE MAJOR CHARACTERISTICS OF THE THEORY, STRATEGY, OR CONCEPT. HELD A LIMITED DISCUSSION OF WHY IT IS IMPORTANT TO STUDENT LEARNING. MADE A LIMITED CASE FOR ITS USE.